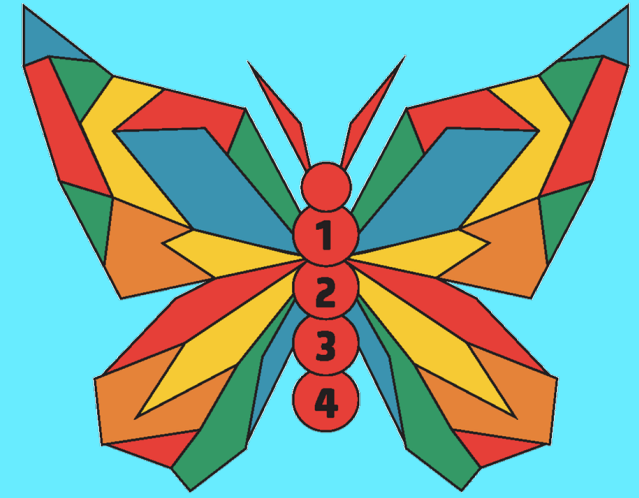


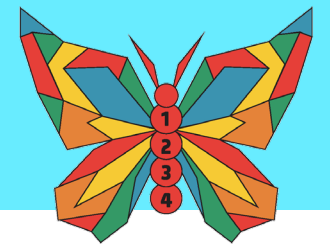
BLEND Learning Through Play Foundation Phase Mathematics



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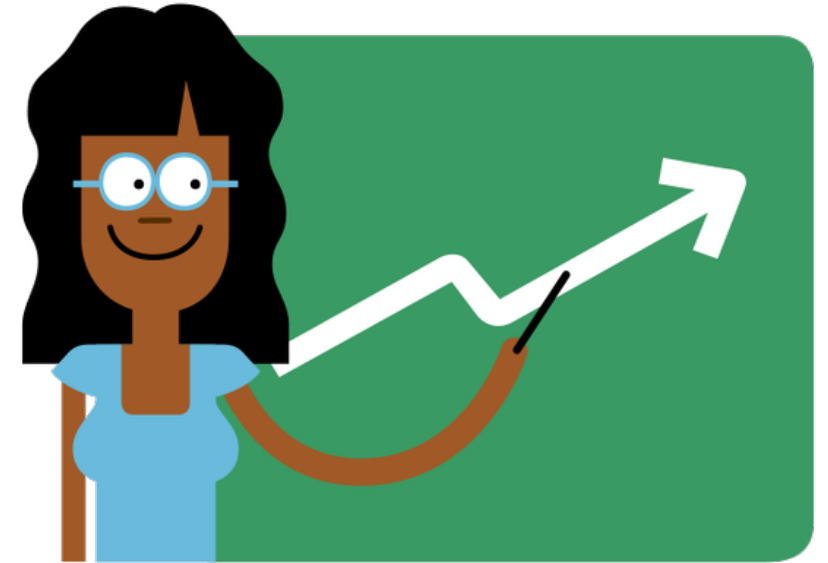
*Learning and play are the two wings of a butterfly,
one cannot exist without the other - Professor Carla Rinaldi*

Objectives of BLEND

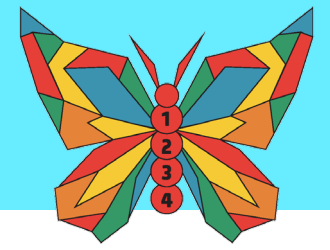


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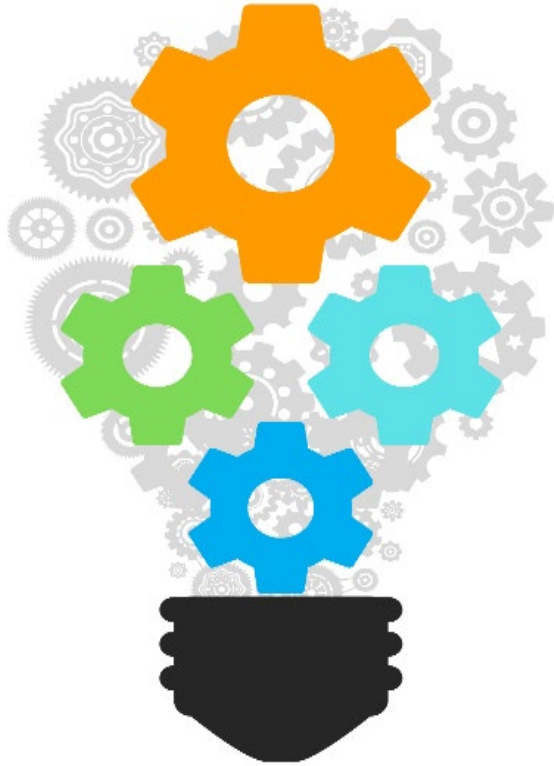
- Positioning teacher development for a changing world
- Strengthening/rethinking/innovating teacher development
- Support teachers, throughout the system, with limited resources
- Help develop skills for the 4th industrial revolution
- Empower the system with teacher development approaches



What is BLEND?



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BLEND is a partnership with:

- KwaZulu-Natal Department of Education

Implemented by

- VVOB
- CASME

Funded by

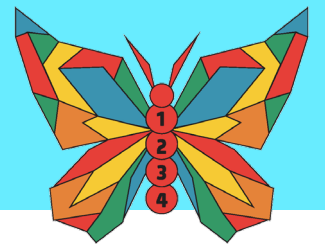
- The LEGO Foundation



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The focus of the BLEND Pilot

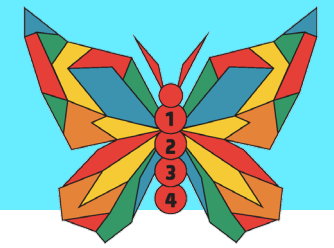


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- Play-based teaching and learning
- Foundation Phase: Grade R to 3
- Mathematics and Numeracy
- KwaZulu-Natal

The focus of the BLEND Pilot



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4

Districts in
KwaZulu-Natal

250

Schools



1000

Educators and
Practitioners



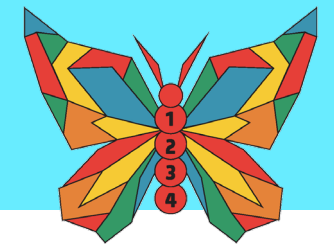
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Two approaches/modalities



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AMAJUBA and UTHUKELA

Online Course Only
with Online Support
(Asynchronous)



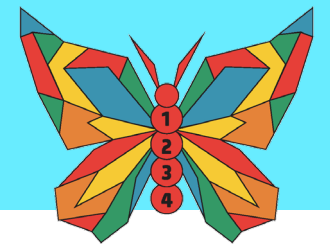
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UGU and KING CETSHWAYO

Online Course with some
school-based support
(Synchronous)

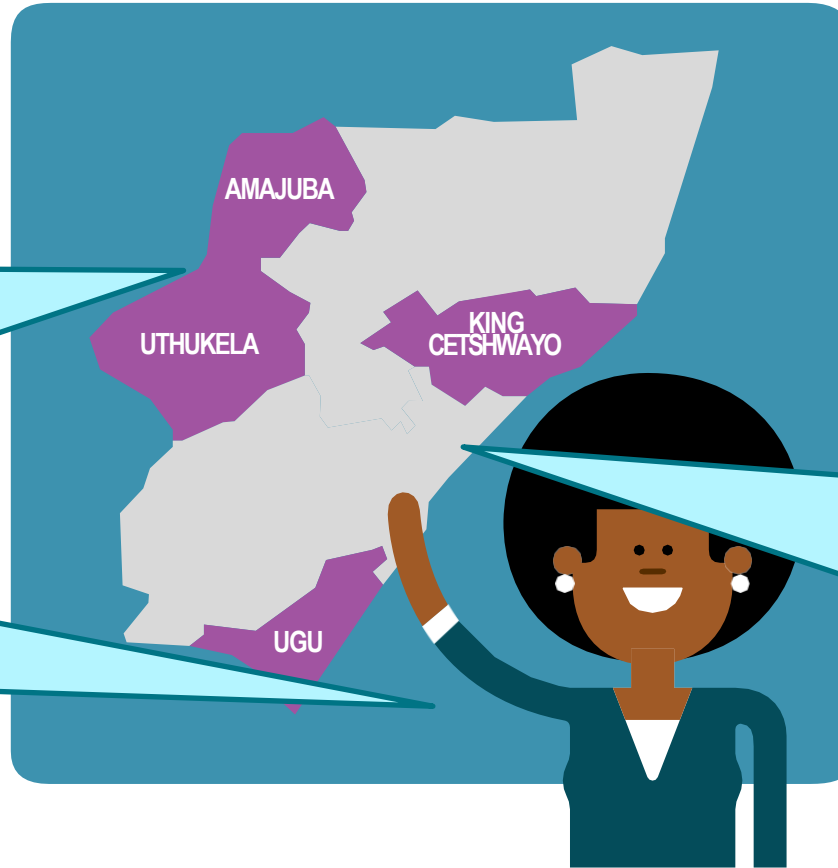


Enrolment and Completion



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487
Enrolled
285
Completed



505
Enrolled
251
Completed

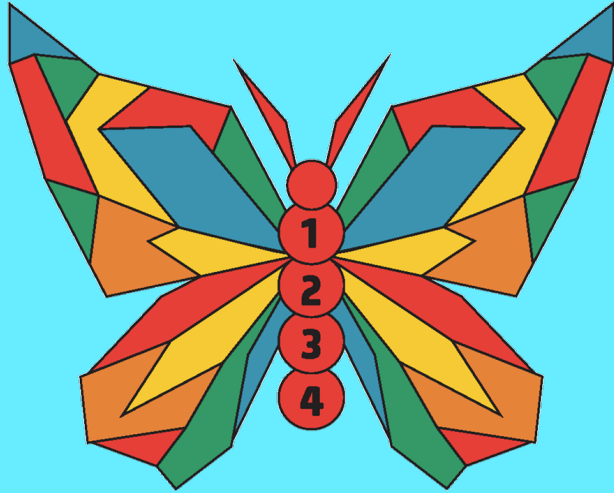
64%
completion



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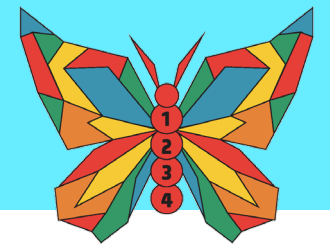
Implementation and Highlights



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Implementation

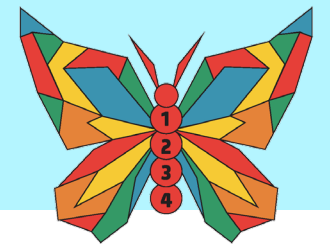


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- Resources in early grade mathematics were mapped
- An online CAPS aligned course was developed
- Registration through a face-to-face orientation at 24 venues across 4 districts
- Online self-study (approx. 8 weeks)
- Some school-based support
- Reflection session, received a mini-kit 😊
- Professional Learning Community (PLC) encouraged
- District level close-out, mini-kit top-up 😊



Highlights

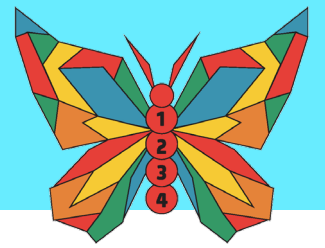


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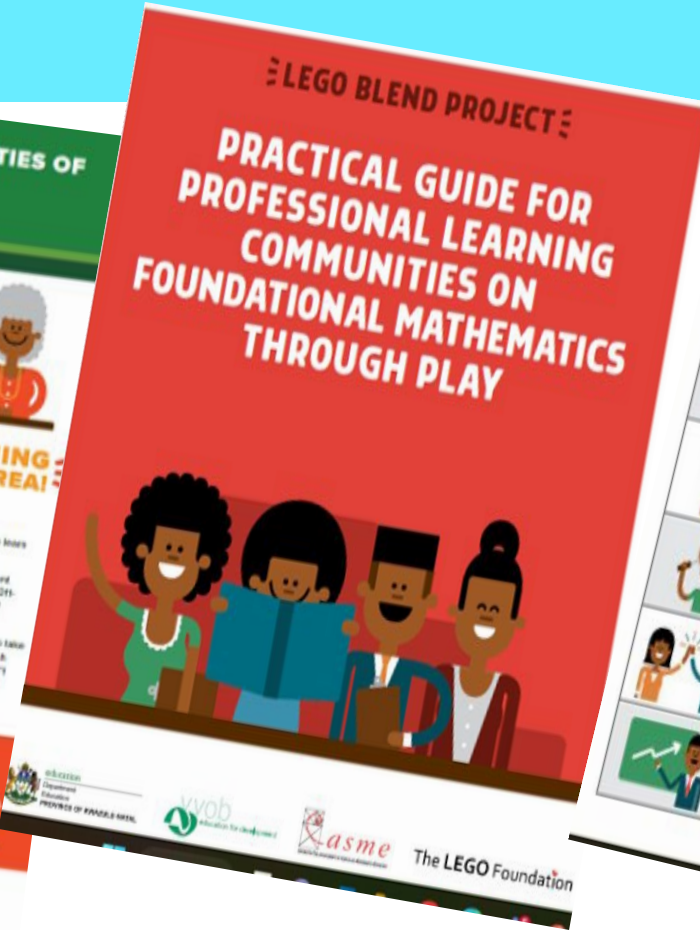


- Teachers displayed enthusiasm about their continuous professional development.
- Social learning platform (SLP) was developed.
- A Retention, engagement and motivation strategy was designed to encourage engagement on the SLP
- 20 WhatsApp Groups
- Recruitment of Digital Support Coaches key for digital literacy and support
- 50 PLCs with Champions established

PLCs



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CHARACTERISTICS	STARTING OUT	DEVELOPING	DEEPENING	SUSTAINING
	MUTUAL TRUST AND RESPECT Members trust each other and encourage each other's ideas.			
SYSTEMATIC, EVIDENCE-BASED INQUIRY INTO PRACTICE/CONSTRUCTIVE CHANGE IN PRACTICE Systemic inquiry reflects on the teaching and learning in order to refer to observations for effective use of instructional approaches.				
SHARED VISION Shared educational values and vision leading to strategies to be used.				
COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING/COLLABORATIVE AND REFLECTIVE ENGAGEMENT Members recognize their role in solving problems together, collaborate, share ideas and strategies.				
LEADERSHIP Help members enhance leadership functions in PLCs, such as setting the agenda, leading group activities, monitoring collective learning.				
SUPPORT CHALLENGE AND CONSTRUCTIVE CRITIQUE Members challenge each other with ideas and questions.				
INCLUSIVE MEMBERSHIP Members within a PLC have a variety of contributing learning environments. PLCs should be open to all members.				
REGULARITY A successful PLC requires that its members come together regularly.				

Supporting Sustainability of PLCs

Posters | Practical PLC Guide | PLC Reflection Rubric

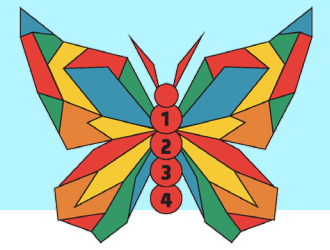


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Challenges?



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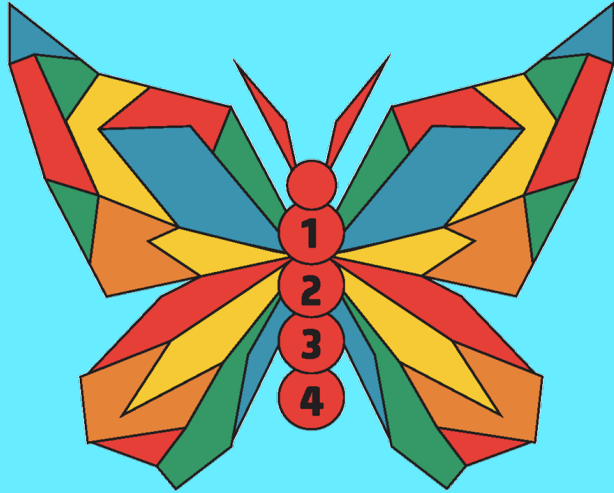


- Covid Context
- Transition to online learning
- Digital literacy
- Data and Connectivity



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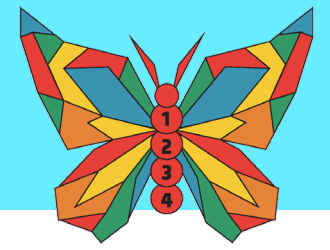
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What's Next?



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- Advocating for Learning Through Play
- Blended Continuous Professional Development
- Open Access IsiZulu Version
- Micro-Learning Units



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